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## Three Modes of Communication




Presentational




Interpretive



Interpersonal




Presentational



Interpersonal

2

## Interpersonal



3

head

foot

hand

stomach

eyes

nose

ears

mouth

knee

hair

4

## Communication


What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or

Will they really say it on the streets of (Paris)?



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## Proficiency?

List 10 parts of the body.

**What's wrong? Do you have a headache?**

Conjugate the verb "to be".

**You have a new dog! What's he like?**

Use the future tense to say what you are going to do.

**What will you do next weekend?**


Replace the object with a direct object pronoun.

**When did you have time to read that book?**


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## Raise the proficiency level

Create a sentence that combines the ideas in both images.




1. but
2. not
3. never
4. and
5. because
6. then
7. always




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### Raise the proficiency level

Create a sentence that combines the ideas in both images.

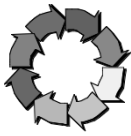


1. but
2. not
3. never
4. and
5. because
6. then
7. always




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### Raise the proficiency level.....



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.  
Ask a follow-up question to get more details.

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### Student Can-do's

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

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### Teacher Observation Check List

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

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### Have a conversation about these pictures








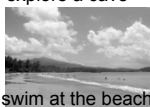





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Do you want to .....? Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.

explore a cave      zipline      play in the waterfall

swim at the beach      snorkel      hike in the rainforest

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Do you want to .....? Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.








swim at the beach      snorkel      hike in the rainforest

14

Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.








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Have a conversation about these pictures.











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Do you want to.....? I want / don't want...






- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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Do you like .....?

Yes, I like mofongo because I love garlic.  
No, I don't like mofongo because I don't like plantains.




- plantains
- garlic
- vegetable oil
- ham/bacon
- shrimp
- olives

Mofongo relleno de camarones  
<http://www.elboricua.com/recipes.html>

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Do you like .....?

Yes, I like arroz con pollo because I love garlic.  
No, I don't like arroz con pollo because I don't like plantains.



- rice
- chicken
- olives
- tomato sauce
- sofrito

Arroz con pollo  
<http://www.elboricua.com/recipes.html>

### Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



### What's for dinner?



### Think - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



### Brainstorming

words related to activities/making plans



¡IMPRÍMELO Y DISFRÚTALO YA!

#### LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

### Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

### Develop the Role Play



Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

## Ask Questions



## Teach Circumlocution

### *What's different?*



## Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions.

- What do you usually do?
- What do you usually do in summer, winter, etc?
- What do you do when you have free time in the evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?

## Maintain the Conversation

No time to write the questions, use images from the unit.



## Talking about realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



## Structured Debate

Where would you rather live and why?  
What might cause you to change your mind and why?



Humacao

Partner A: What is happening? Connect the images in any order and tell the story.

Partner B: Ask questions. You want lots of details.



## Conversational Grammar

### Travel memories

Two students are reminiscing about what they did when traveling on the student trip last year. Ask and answer questions as you revisit specific details. You know that your teacher is eavesdropping. Add in a few details for her benefit.

### Packing for a trip

You are packing for a trip. Your mom wants to make sure you've remembered everything. You know exactly how the conversation will go. It always happens. "Do you have your phone charger?" Yes, I have it, etc.

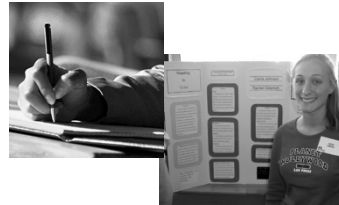
### Worry Warts

You are getting ready to travel overseas for the first time. Your friend has traveled abroad before. You are the worry wart. Your friend tries to reassure you, but occasionally takes delight in adding to your worries.

### Travel Gurus

You are an experienced international traveler and have volunteered to answer questions at a group meeting of adults who will travel abroad for the first time. Respond to their questions as you focus on what they will need to do to get ready for the trip.

## Presentational



## Writing is Thinking



Writing Makes Thinking Concrete

## Writers consume more than they produce.



- Read like a writer.
- "Steal" characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.



## 6 + 1 Traits of Writing

Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation



## Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham



## Use Inquiry

Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

## Ask the Questions — Write the Story



<http://1jour1actu.com/monde/lecture-d-image-enfants-bonheur-mali>

## Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

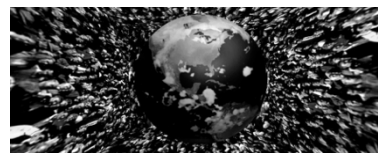
Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



## Teammates Consult



*What are the implications of reaching 7 billion for the Earth's population?*

Discuss with your group. Then, pick up a pen and write an answer in your own words.

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## Sentence Fluency

*“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”*

Ruth Culham

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Write 5 sentences about summer.....

It’s summer. It’s hot. I love to swim. I like the beach. I like to play volleyball.

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## Teach transitions

but	also
and then	still, always
at first	as, like
however	for example
often	in this way
later	suddenly
perhaps	because
by the way	especially
on the contrary	in any case
and	finally
briefly	now

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## Building Blocks

The coquí went \_\_\_\_\_

where ?      with whom?

\_\_\_\_\_

when ?      at what time?      why?

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## Organization

*“Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up.....”*

Ruth Culham

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## An unusual event.....

1. Write an interesting topic sentence.

Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

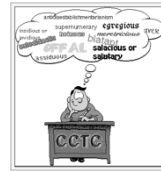




It was a dark and stormy night when  
Zapata met El Chupacabra.

Sadly Zapata learned too late that nightmares do  
come true.

## Word Choice



*“Word choice is about the use  
of rich, colorful, precise  
language that communicates..  
in good descriptive writing,  
strong word choice clarifies  
and expands ideas. In  
persuasive writing, it moves  
you to a new vision of things.  
In narrative writing, it  
creates images in your mind  
that are so real, you feel like  
you are part of the story  
itself.”*

Ruth Culham

## Acrostic Poetry

**P**aris, a dynamic city with  
**A**rtistic museums and monuments,  
**R**ich in history  
**I**nvites connoisseurs of life to  
**S**ites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

## Cinquain Poetry

Subject  
noun, noun  
adjective, adjective, adjective  
short sentence or phrase about the subject  
restate the subject

**Paris**  
museums, monuments  
dynamic, exciting, alive  
a cultural tapestry this  
City of Lights.

## Brevette Poetry

subject (noun)  
verb (ongoing action, stretched out when typed)  
object (noun)

<i>students</i>	<i>teachers</i>	<i>Summers</i>
<i>t a k e</i>	<i>g r a d e</i>	<i>g i v e</i>
<i>tests</i>	<i>papers</i>	<i>relief</i>

## Loop Poetry

In Loop Poetry there are no restrictions on the number of stanzas nor on the syllable count for each line. In each stanza, the last word of the first line becomes the first word of line two, last word of line 2 becomes the first word of line 3, last word of line 3 becomes the first word of line 4. This is followed for each stanza.

What a joy to travel  
Travel to see places  
Places that are different  
Different people to meet.

Who am I now?  
Now I have changed  
Changed by experiences  
Experiences that are memories.

## Expand a Headline

Cómo orientar a los niños ante el paso de un huracán



<http://www.elnuevodia.com/comoorientaralosninosanteelpasodeunhuracan-1288920.html>



## Voice

*"Voice.....the sense that a real person is speaking to you and cares about the message. It is the heart and soul of the writing the magic, the wit, the feeling....."*

Ruth Culham

## Dialogue Journal Prompts

### Lead ins....

- It's awful when I can't...
- When I'm bored...
- What I like most about myself...
- Something strange I saw....
- I couldn't sleep...
- What does it mean to be (lazy)?
- I went to the end of the rainbow and found...
- I have a dream...
- When I see (red), I think...
- I am happy when...
- Next year I want to...

### Topic words.....

- Homework
- A fast food restaurant
- Snow
- Hero
- Zoo
- Money
- Vacation
- Car
- Friend
- Animal
- Jewelry

<http://www.cal.org/resources/Digest/peyton01.html>

## Daily Writing Prompts

- **March 30**  
On this day in 1858, the patent for a pencil with an attached eraser was issued. Taking your pencil's point of view, what do you think a typical day in your classroom would be like?
- **March 21**  
Today is "Children's Poetry Day." Using your favorite form of poetry, write a poem about what it means to be a kid. Think about the advantages and disadvantages.
- **March 16**  
On this day in 1751, our 4th President, James Madison was born. Madison was the oldest of twelve (12) children. What do you think would be the advantages and/or disadvantages of having eleven (11) siblings? Would you like to have eleven younger brothers and sisters?
- **March 8**  
March 8th is "Working Women's Day." Many people feel that being a stay-at-home-mom is full-time job. Do you agree or disagree and why?
- **March 6**  
On this day in 1912, Oreo Cookies were sold for the first time. Describe to someone how you like to eat your Oreo.

<http://www.theteacherscorner.net/daily-writing-prompts/index.htm>

## Two Voice Poems

An example poem for two voices  
written by NNWP consultant Campbell Pontius

### Voice #1:

I am a polar bear  
I eat fish  
I must swim for my food  
But I can't swim forever  
When I get tired  
I depend upon

Ice caps.

### Voice #2:

I am an SUV  
I guzzle petroleum  
People pump mine  
I burn gas pretty fast  
When I pollute  
I begin to destroy

[http://www.writingfix.com/PDFs/Comparison\\_Contrast/Poem\\_Two\\_Voices.pdf](http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf)



## Conventions

*"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."*

Ruth Culham

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## Conventions

Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."  
--Culham

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## Great Art of France: Virtual Visits




Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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## Yesterday - Today - Tomorrow

What did you do?



What are you going to do?

What are you doing?

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## Structured Writings Consider the difference.....

Comment on a current event:

<b>Include:</b> <ul style="list-style-type: none"> <li>a verb that uses "avoir"</li> <li>a verb that uses "être"</li> <li>a reflexive verb</li> <li>two adjectives</li> <li>two connectors</li> </ul>	<b>Include:</b> <ul style="list-style-type: none"> <li>explain what has happened</li> <li>comment on what is happening</li> <li>predict what will happen under different circumstances</li> <li>end by giving your thoughts on what should happen</li> </ul>
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## Presentation

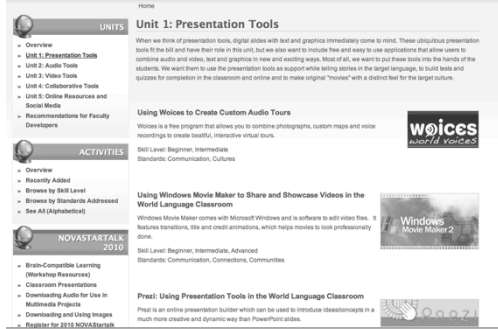


*"It takes a great deal of effort to overlook a piece's visual problems and respond to its ideas, organization, voice, word choice, sentence fluency, and conventions. How the paper looks influences our reaction to it, no matter how hard we try to keep it from creeping into our overall assessment."*

Ruth Culham

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<http://novastartalk.nvcc.edu/>



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glogster.com

El Yunque

La gente Taino habrán hecho muchas caminatas espiritual, a la parte superior de Yuguay. Todavía se siente muy especial en El Yunque, La Roca, Mt. Britton y Los Picachos picos y un aura de misterio que rodea al bosque enano!

<http://www.glogster.com/terillindy/el-yunque/g-6lejmt2gvpasr5pfn4bbva0>

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padlet.com

example provided by Julie Hoyt

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planning

teaching

interpretive

interpersonal

create

learning

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